



Open ended questions

Think Aloud

Naming actions/ objects

Noticing

- Adult's Role**
- Model positive social interactions- e.g. how to take turns.
 - Notice what arouses children's curiosity
 - Encourage dialogue with child/children to extend learning through shared thinking
 - Observe the skills the children are displaying and if they need further support/extension
 - Wait, Watch and Wonder - what are the children doing? Why? How could this be extended/supported
 - What Es and Os are being explored through this play?

Posing Problems

Modelling

Verbalising Feelings

Making Connections

Praise and Attention



Creative Area



The creative area allows learners to explore their creativity and imagination. Engaging and exploring with resources helps develop fine motor skills, develop problem solving activities and collaborating with peers helps develop social skills. Creativity is not just about art it encompasses various forms of expression including music, dance, and storytelling.



Physical Skills - squeezing, pinching, drawing, cutting, folding

Emotional Skills - resilience, self control, confidence

Creative Skills - inventing, building designing, experimenting, writing, drawing, curiosity, modelling

Social Skills - sharing, listening, speaking, taking turns, personal space, teamwork

Cognitive Skills - Solving Problems, focusing, thinking, reasoning, recognising patterns

- Continuous Provision Resources**
- Assortment of paper, card, envelopes, textured paper, tissue paper, sticky paper, shiny paper, cellophane, etc.
 - Variety of mark making materials, organised and labelled e.g. pencils, crayons, pens, chalks, charcoal, paints
 - Fabric, felt, scraps of ribbons, buttons, bows, googly eyes, sparkly bits, decorations etc.
 - Junk modelling materials such as boxes, lids, yogurt pots, tubes
 - Sewing equipment e.g. lacing, plastic needles and fabric with holes, sewing machine (if adult available)
 - Items to make noise and explore instruments
 - Listening centre to listen to music
 - Space to dance or act out a story. Mirrors.

- Enhanced Provision - Provocations to Play**
(These are just suggestions - follow the children's interests and needs. They may do something entirely different with the provocations you put out)
- **Set up a microphone stand and stage (this can just be a box for children to stand on and a pole to act as microphone stand.)** Learners will have great fun taking turns to perform or just pose on the stage. Links to expressive arts and HWB.
 - **Paint mix station - provide the 3 primary colours plus white in soap dispenser bottles. Allow children to mix to get the colour they want, use small containers like plastic shot glasses so they don't put too much paint out at a time.** Encouraging learners to create their own colours sometimes rather than premixed colours allows them to explore and learn about mixing and shades through their own exploration.
 - **Use famous artists as a stimulus and put pictures out as inspiration to invite similar styles, or if exploring a theme put out pictures of art work on that theme e.g. the seaside.** These types of provocations work well along with a pre taught lesson about an artist or a technique and then children can explore independently.
 - **Skills practice - after teaching children a specific skill e.g. lacing or simple sewing stitch, or fastening and joining techniques with paper, provide lots of materials and opportunities to explore and practice on their own.** Some skills need to be explicitly taught but then the deep learning happens when children can apply these skills independently.
 - **Set up a provocation based around 1 colour e.g. blue. Have shades of blue materials to use, include stimulus like picture with shades of blue, objects in shades of blue, stories about the sea or sky etc.** Limiting choice can help give a focus and allow more creativity to develop through the narrowed criteria.
 - **Provide empty frames and a variety of resources.**
 - **Set up a sounds provocation with simple instruments as well as other objects that make noise. Add books about or pictures of instruments.** Children can explore and create their own ways of making noises. Fill containers with different objects and notice difference etc.
 - **Simple wooden dolly peg and scraps of fabric, decorations etc. Include a few examples of dressed doll either in picture or created as a stimulus.** Children may like to create their own doll with outfit, exploring ways to secure the materials etc.

- Potential CfE Es & Os**
- Literacy**
- Cooperate with other children through sharing resources and developing play (RME 0-02a, LIT 0-02a, 0-03a)
 - Share ideas and opinions (LIT 0-09a)
 - Building stories around props (LIT 0-26a)
- Numeracy/Maths**
- Explore patterns and relationships (MTH 0-13a)
 - Explore symmetry (MTH 0-19a)
- Other Curricular Areas**
- Play with other children and form good relationships (HWB 0-05a, HWB 0-44a, HWB 0-44b)
 - Design and construct models and solutions and explore properties of materials (TCH 0-09a, TCH 0-10a)
 - Create imaginary settings (TCH 0-11a)
 - Discover and choose materials (EXP 0-02a)
 - Express and communicate ideas (EXP 0-05a, 0-09a, 0-13a, 0-18a)
 - Create visual representations to help me understand the world (EXP 0-04a, 0-14a)

These are just some of the Es and Os which could be experienced through the home area. It is important to observe what is happening to understand what other Es and Os may be covered.

Key Vocabulary
Artists names. Correct names for equipment, materials and techniques.